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ABSTRACT

Written for the seventh- and eighth-grade levels, this workbook gives students practice in using context clues and reading comprehension to apply punctuation rules, as well as in carefully reading and following directions. Noting that the activities are based on the idea that punctuation is necessary to make written communication clear, the introduction states that with these activities, students must use context clues for analyzing, comparing, contrasting, and deducing. After the introduction, the activities are: Comma Series (Items in a Series); Comma: Who's Being Addressed (Noun of Address); Comma: One Word Beginnings (Introductory Words); Comma: Beginning Phrase or Clause; Comma: Separate State (City and State); Comma: Addresses (Street, City, and State); Comma: Around the Year (Month, Day, Year); Comma: Who Says What (Comma and Quotation Marks in Dialogue); Comma: Conjunctions--Tie It Up; Comma: Interrupters; Comma: Explain It (Nonessential (Nonrestrictive) Appositives); Comma: Explain It (Essential (Restrictive) Appositives); Question Mark/Period: Questionable Endings; Exclamation/Question Marks; Apostrophe: Leaving Out Letters (Contractions); Apostrophe: Who's an Owner (Possessives); Quotation Marks: Quotation or Title?; Semicolon Series; and Semicolon: Related Independent Clauses. Each exercise includes a rule and instructions and can be used for independent practice. Includes 20 sample lessons and an answer key. (PM)

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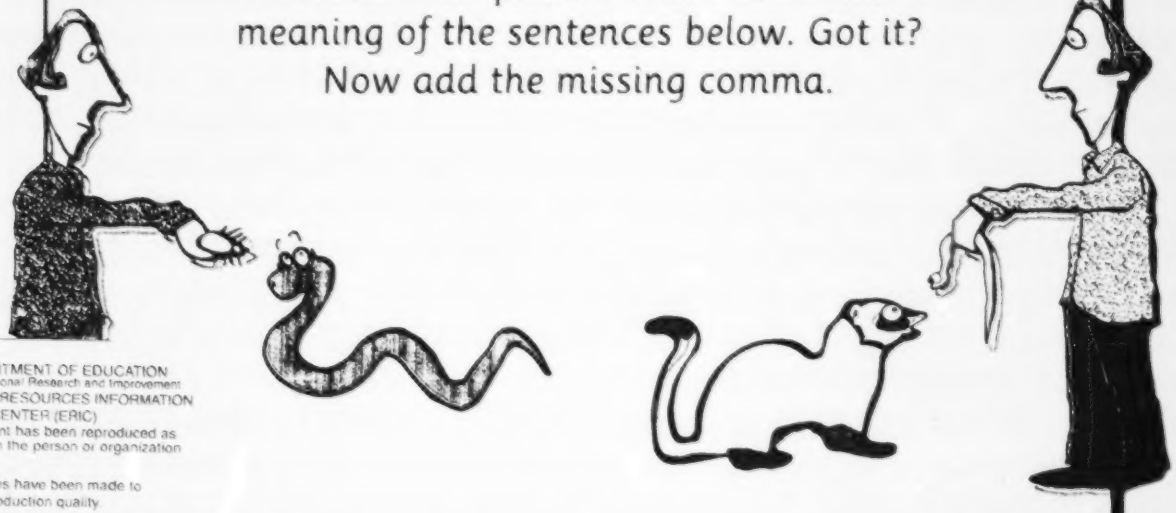
Gr. 7-8

PUNCTUATION PUZZLERS

ED 471 001

Level C
Book 1

Choose the picture that shows the meaning of the sentences below. Got it? Now add the missing comma.



We gave Courtney the slimy snake a delicious snack. I hope that snake is good for Courtney!

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CS 511 499

M.A. Hockett

LANGUAGE LOGIC TWISTERS

PUNCTUATION PUZZLERS

Level C Book 1

M.A. Hockett

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To Linda,

Thanks so much for your help
and for your friendship.

Edited by Christine Broz

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4

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TABLE OF CONTENTS

INTRODUCTION iv

Comma Series (Items in a Series) 1

Comma: Who's Being Addressed (Noun of Address) 4

Comma: One Word Beginnings (Introductory Words) 6

Comma: Beginning Phrase or Clause 7

Comma: Separate State (City and State) 9

Comma: Addresses (Street, City, and State) 10

Comma: Around the Year (Month, Day, Year) 11

Comma: Who Says What (Comma & Quotation Marks in Dialogue) 13

Comma: Conjunctions—Tie It Up 14

Comma: Interrupters 16

Comma: Explain It (Nonessential [Nonrestrictive] Appositives) 17

Comma: Explain It (Essential [Restrictive] Appositives) 18

Question Mark/Period: Questionable Endings 20

Exclamation/Question Marks 21

Apostrophe: Leaving Out Letters (Contractions) 22

Apostrophe: Who's An Owner (Possessives) 24

Quotation Marks: Quotation or Title? 26

Semicolon Series 27

Semicolon: Related Independent Clauses 29

SAMPLE LESSONS 30

ANSWERS 36

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INTRODUCTION

Punctuation Puzzlers gives practice in using context clues and reading comprehension for the purpose of applying punctuation rules, as well as in carefully reading and following directions. The activities are based on the idea that punctuation is necessary to make written communication clear. Students must really *think*, using context clues for analyzing, comparing, contrasting, deducing. Students must determine where to place punctuation so that the written form communicates the intended meaning.

> *We showed Zak our teacher a surfer out on the big waves.*
> *Zak is surprised to see our teacher surfing!*

The second sentence gives us the clue that *a surfer out on the big waves* describes *our teacher.* Put a comma after *teacher.*

Punctuation Puzzlers may be used for practice in applying rules in context or as part of a systematic program for developing punctuation and thinking skills. Each page includes the rule and instructions and can be used for independent practice. For students requiring instruction or remediation in grammar rules, you may want to use *The Language Mechanic*, also available from Critical Thinking Books & Software. For more practice applying punctuation in context, you may want to use *Editor in Chief.*®

Punctuation Puzzlers' activity content is uniquely designed to facilitate the use of deductive reasoning in conjunction with the application of punctuation rules. It does so by presenting examples which portray distinct differences in meaning based on whether or not the rule is applied correctly. For example, notice how the meaning of the same words changes with only changes in placement of punctuation:

> *"Carly," says Jonny, "is a red-haired girl."*
>
> *Carly says, "Jonny is a red-haired girl."*

Punctuation Puzzlers uses this concept to advantage. Students must use context clues that are sometimes embedded as information in the same sentence or in an adjacent sentence, or as pictures.

Writing time is at a minimum so students can concentrate on the reasoning. Typically, the activities require only editing, e.g., commas or other marks must be added in the correct place; however, you may want to extend the required activities to include more writing. Have students write their own sentences illustrating the correct application of the grammar rule.

For some students, it will be a new idea to look for subtle differences in context in order to decide how to punctuate. For those who need further guidance, see the Sample Lessons on page 30.

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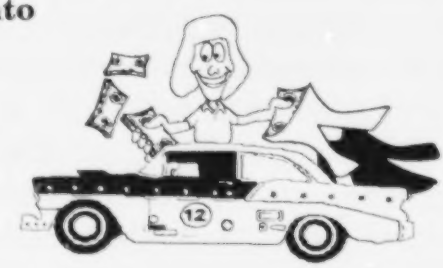
Comma Series

1. The picture shows part of the meaning of the text. Add the necessary commas to correct it.

   She thought he said to put her money into stock cars and clothing. That's why she didn't earn any interest! He meant for her to put her money into stock cars and clothing.



2. Find the meaning of the text. Correct it by adding three commas.

   Alana wondered which mouthwash flavor to use before her date. She tried wintergreen spearmint black cherry and garlic. We advised her never to use that fourth one near ANYONE.

3. Use context and your knowledge of ice cream flavors to find the meaning of the text. Correct it by adding four commas.

   At the carnival, I ate five dishes of ice cream. I had one dish each of the peanut butter pecan mint chocolate chip and plain vanilla. I was too full then to try the butter pecan or pecan mint or the mint chocolate chip or the peanut butter pecan.

RULE: In a series of three or more items, place a comma after each item except the last. *She goes home, shuts the door, and reads a book.*

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Comma Series

4. Find the meaning of the text. Add commas as needed to correct it.

I helped Tanya fertilize the flowers and pull the weeds. We made the grass grow the weeds die and the flowers bloom. Then she made me pick the roses pin them on her and take her to the prom.

5. Find the meaning of the text. Add commas as needed to correct it.

The candidates are busy. Tom is starting his speech writing his schedule planning and his baby kissing.

Varlon is starting his speech writing insults about Tom and appearing on talk shows.

6. Find the meaning. Add commas as needed to correct the text.

We found glass rods and string to build our wind chimes. The rods were completely made of wood. Our friends found only two materials. They had to use plastic rods and rubber bands.

7. Find the meaning. Add two commas to correct the text.

Even with its metal parts, my portable shelter was very lightweight. It was made entirely of cardboard beams and paper. Bonita's was even lighter, but it was flimsy. It was made of bamboo and feathers. I was sure to win the survival contest!

RULE: In a series of three or more items, place a comma after each item except the last. *She goes home, shuts the door, and reads a book.*

8

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Comma Series

8. Find the meaning and add commas as necessary.

He'll watch his video tape another show and go to bed.
He'll watch his videotape another show and a movie.

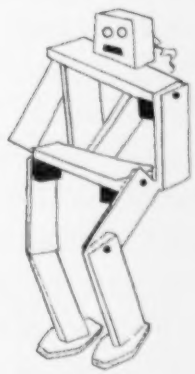
9. Find the meaning. Add commas, if needed, to correct the text.

Mary Anne and Jenny are my only sisters. When we go kayaking with our cousins John, Paul, and Jay, each of us has a partner to splash.

10. Find the meaning and add commas as necessary. One paragraph below is correct. Add commas to the other paragraph where needed.

a. **James and I do normal things in our wood shop. We saw the boards get up from the bench and walk away.**

b. **Our neighbors made a wooden robot in their shop. Guess what happened when they finished? We saw the boards get up from the bench and walk away!**



RULE: In a series of three or more items, place a comma after each item except the last. *She goes home, shuts the door, and reads a book.*

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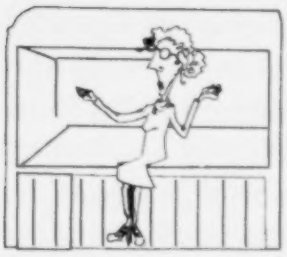
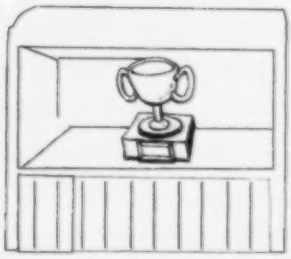
Comma: Who's Being Addressed

1. Which picture shows the meaning of the text? Add one comma to correct it.

If Anna trains for the high hurdles, she's going to win Miss Parker. She will put her trophy on the shelf. You can see it when you visit, Miss Parker.





2a. Find the meaning of the text. Correct it with a comma where needed.

I like all my classes, but I'm going to skip Mr. Peters's. I have to see a dentist about my teeth Mr. Abrams.

b. Use the picture to find the meaning of the text. Correct it with a comma where needed.

We know you don't like us skipping in the hall, so we're going to leapfrog Mrs. Gorf.

3. Find the meaning. Add any necessary commas.

Move over so I can see Scott. He's holding the clue to the case Jake. I said I need to see Scott Jake!

RULE: Use commas to set off a noun of address (the name of the person being spoken to). *Come here, Jo, right now.*

10

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Comma: Who's Being Addressed

4. The picture illustrates the second set of sentences. Correct the text.

I'm washing Cappy. I'll need a bath, too, after dealing with him.

I'm washing Carey. That loofah scrubber sure feels good on my back.

5. Find the meaning of the text, and add one comma.

Mrs. Parker is our first witness on the stand.

Mr. Smith is our first witness Mrs. Parker?

6. Find the meaning below and add any necessary commas.

Bjorn you pass me the wrench. Karen you give me the hammer. Will you steady the ladder. Will you do it now, William?

7. Find the meaning of the text, and add any necessary commas.

a. **Ms. Turnkey Susan needs medical attention. Please let her see Dr. Truitt.**

b. **When I saw Ben Optomo I said, "I hear you have discovered how to reverse blindness. Please help me see Dr. Optomo!"**

RULE: Use commas to set off a noun of address (the name of the person being spoken to). *Come here, Jo, right now.*

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Comma: One Word Beginnings

1. Find the meaning of the text. Add any necessary commas.

   Say how old are you? You look too old to get in on a child's ticket. Say how old you are, and I'll keep it a secret.

2. Find the meaning of the text. Add any necessary commas.

   My grandmother said, "Goodness he surely has a lot of bad grades!"

   I said, "Goodness had nothing to do with his grades."

3. Find the meaning and add any necessary commas.

   Me: Mom, we want to explore the old factory.

   Mom: It's too dangerous. No children may go there!

   Me: Should we keep the kids away from the pig roast?

   Dad: No children may go there. It's their barbecue!

4. Find the meaning, and add any necessary commas.

   First base your goal on reality. Then you will succeed.

   Second base is your target after passing first.

RULE: Use a comma to set off an introductory word, such as *Yes, No, Well, My, and Maybe.* (Introductory words are found at the beginning of a sentence.) *Well, I guess I'm ready.*

12

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Comma: Beginning Phrase or Clause

1. Which picture goes with the meaning of the text? Add one comma to correct it.

   When we awaken the wild elephants run screeching through the streets. That's because they are afraid of us when we are awake.

2. Use the picture to find the meaning of the text. Add one comma.

   When we awaken the sleeping tigers run away as fast as you can. Otherwise, they will catch you!

3. Find the meaning and add two commas where needed.

   When Terrance eats his fudge does not last long. When you eat Terror McGee's fudge you do not last long.

RULE: Use a comma to set off an introductory phrase or introductory dependent clause. (A dependent clause starts with a subordinating conjunction such as *When, Since, If, After, Though, While,* etc.)

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Comma: Beginning Phrase or Clause

4. Find the meaning, and add two commas where needed.

   Since I saw you last winter has come and gone.

   Since I saw you last winter have you grown taller?

5. Find the meaning, and add two commas where needed.

   If you pay the taxi driver will quit complaining.

   If you pay the taxi driver we'll quit complaining.

6. Find the meaning, and add commas where needed.

   If you watch the football game will go faster.

   If you watch the football the game will go faster.

RULE: Use a comma to set off an introductory phrase or introductory dependent clause. (A dependent clause starts with a subordinating conjunction such as *When, Since, If, After, Though, While,* etc.)

14

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Comma: Separate State

1. Find the meaning in the text. Add one comma to correct it.

   When our touring "herd" went to Syracuse, New York was having its state fair. We left there and stampeded Buffalo, New York the next day.

2. Find the meaning. Add two capitals and any necessary commas.

   Sef let me borrow Morris clothes. Sefs note said, "If you are in Morris new jersey after dark don't wear Morris new jersey to the park."

3. Find the meaning below and add any necessary commas.

   When Dad was a kid, he went up to Marilyn Monroe for an autograph. While he was in Atlanta Georgia was having a heat wave. That's why he went back to Monroe Maryland to cool off.

4. Find the meaning below and add any necessary commas.

   Many years ago in San Francisco California we saw the Forty Niners play. We found a hero in Joe Montana at that football game. Later, we studied some historical heroes in Billings Montana.

RULE: Use commas to set off the state IF it comes after a city and tells what state the city is in. *I'm in Macon, Georgia, now.* If the state name is used to begin a new thought, do NOT use a comma after the state. *John, Utah is not the "Show Me" state.* (Names of states and people should be capitalized.)

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Comma: Addresses

1. Find the meaning. Add two commas to correct the text.

   Jeremiah and I live on River Street here in West Hanover. His pen pal, Kim, lives in our sister city. He labels the envelope 59 Creek Road East Hanover New York. I know because I always try to see through it to read what he says about me.

2. Find the meaning of the text. Use two commas and one period to correct it.

   Dad told Mr. Lane to bring the secret plans. He said, "We're at 58 Oak Way Circle, Lane Georgia will meet you at the door. Then, deliver package #45 to Ridgeway Parker at 12 Postwood Court Harrison Arizona."

3. Find the meaning. Add commas as needed to correct the text.

   Take 150 carpenter's squares to Mr. Wedgewood in Montana. He's on the street with all the slanted buildings. It's 45 Acute Street Angletown Montana. When he's done fixing things, they'll rename the town and its streets. He will be living at 90 Straightway Drive Squaretown Montana.

RULE: Use commas to separate the elements of an address within a sentence when you have this format: street address, city, state (or district or country).

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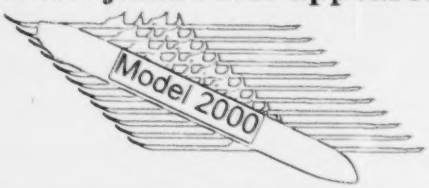
Comma: Around the Year

1. The picture helps show the meaning of the text. Add three commas (one is for an introductory phrase) to correct the text.

We looked at slalom waterskis. The new models, the 2000s, were coming. Plau and I each wanted one! In January 12 2000s were available, but only one was our size. We had to share it until February 12 1995 because that's when another jumbo size appeared in stock.



2. Use the picture and the text to decide the meaning below. Add the necessary commas.

On August 25 2000 birth announcements for Valerie were printed. Each relative in the picture received an announcement. There were none left over.

3. Find the meaning of the text and add any necessary commas.

On February 12, 2000 aliens arrived for the chess match. Luckily, we had our 2000 players ready to challenge them. The next day was February 13, 2500 and the match started. By the end of the week, we had beaten them all. Then on February 20, 2500 more aliens showed up. There were only ten of them this time.

RULE: Use commas to separate the year when given this format within a sentence: month, day, year. *On May 12, 1992, he was born.* If the number after the day is not the year for that day, a comma may be unnecessary. *On May 10, 400 teams competed.* (Also, use a comma for an introductory phrase.)

17

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Comma: Around the Year

4. Find the meaning of the text and add any necessary commas.

It is October 9 2015 now. Next month, eye doctors are coming out with a new system for describing eyesight. By November 12 2020 will no longer be used to describe typical vision.

5. Find the meaning of the text. Add four commas (one is for an introductory phrase) to correct it.

It was the 15th day of July in 2175. We had been to the Terrence Museum, opened on January 20 2165. There we saw the display, "Space Exploration of 2125." We wondered if the numbers were right for 2125. It said on October 15 1995 people had been sent to Mars. Uncle Phil thought it was more like 2025 people. He said it was October 1, 2125 when the trip began. The display showed other events of 2125. In June, 1500 new starships were designed. Many of those 1500 ships were flying by January 1 2126, so travelers could begin their journeys.

RULE: Use commas to separate the year when given this format within a sentence: month, day, year. *On May 12, 1992, he was born.* If the number after the day is not the year for that day, a comma may be unnecessary. *On May 10, 400 teams competed.*

18

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Comma: Who Says What

1. Choose the picture label that shows the meaning of the text. Add two commas and two pairs of quotation marks to correct it.

   Jumbo Jesse said Taylor is afraid to get into the ring with me.

   Jim said He should try it. You're easy to beat.

_____ a. Jesse

b. Jim

2. Use the context to find the meaning. Add one and a half pairs of quotation marks and two commas to correct the text.

   Steven said Grover has an attitude. I don't even want to share my room with him. Steven will have to move out."

3. Find the meaning of the text. Add quotation marks and a comma to correct it.

   Sheila is going to break up with Dan. I'll bet he cries when it's over. You'll see.
   He claims it won't bother him at all. He cries When it's over, you'll see.

RULE: Quotation marks enclose spoken words. Commas separate quotations from a speaker (the comma goes inside quotation marks before the speaker). *"Now," she said, "go play."* Use no comma after an exclamation or question. *"Great!" he yelled.*

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Comma: Conjunctions—Tie It Up

1. Choose the picture that shows the meaning. Use one comma to correct the sentences.

   The sand was hot and browned teens lay on it. It was a beautiful beach that was entirely white.

2. The picture shows the meaning of the second sentence. Correct the text by adding a comma.

   In his dream, everyone is threatened by the mosquitos and the deer flies. He warns Bambi to get away and the deer flies.

3. Find the meaning of the text. Add a comma to correct it.

   On moving day, we had gotten the furniture ready. We found everything but the piano was too heavy to move.

   The men found that everything but the piano was light enough to move. They lifted it with a crane.

RULE: Use a comma to separate independent clauses joined by a conjunction, such as *or*, *and*, or *but*. *We yelled, but they left.* (An independent clause has both subject and verb.)

20

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Comma: Conjunctions—Tie It Up

4. Find the meanings of the text. Add one comma each to a and b.

   a. **Kurt eats popsicles to get enough sticks to make a Father's Day gift. He throws five on the floor and he scatters forty on the table. Kurt uses all but the popsicle sticks on the floor.**

   b. **Jenna tries to pick up her frozen treat but the popsicle sticks on the floor.**

5. Find the meaning of the text. Add a comma to correct it.

   I'm pretty good at everything but this crossword puzzle. I'm a regular Einstein with science but this crossword puzzles me.

6. Find the meaning of the text. Add a comma to correct it.

   Watch her start her tantrum and leave the building before she tears you apart. She will stay here and rant all night.

RULE: Use a comma to separate independent clauses joined by a conjunction, such as *or*, *and*, or *but*. *We yelled, but they left.* (An independent clause has both subject and verb.)

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Comma: Interrupters

1. Which text goes with the picture, a or b? Correct the sentence that needs two commas.

   a. The necklace is gold. The ring on the other hand is silver.

   b. The ring on the right hand is gold. The ring on the other hand is silver.

2. Find the meaning of the text. Add any necessary commas.

   They said Belle couldn't play now because she was too good for them. They said however that she could play when she was sick.

   They said she couldn't use her hands. We said however she could play would be fine.

3. Find the meaning of the text. Add any necessary commas.

   My uncle I hate to say is a very rude man. The words he loves to say are very rude.

RULE: Use commas to set off a sentence interrupter. An interrupter includes words that are used parenthetically (*after all*, *by the way*, etc.) *We knew, of course, that the parrot could talk.*

22

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Comma: Explain It (Nonessential)

1. Which picture shows the meaning of the text? Add one comma to correct it.

   We gave Courtney the slimy snake a delicious snack. I hope that snake is good for Courtney!

2. Use the picture to find the meaning of the sentence. Add the comma(s).

3. Find the meaning of the text. Add any necessary commas.

   Give those annoying neighbors the Johnsons the wrong address for our summer cottage. Give those neighbors the Smiths' address. The Smiths deserve a visit from the Johnsons!

RULE: Use commas to set off words of explanation (an appositive) that are nonessential. A nonessential appositive is one that can be removed without a significant change in meaning. *John, my best friend, is moving away.*

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Comma: Explain It (Essential)

1. Find the meaning of the text. Add two commas to correct the sentences.

   She has two sisters and one brother. Her sister Jerry is on a scholarship. Her brother Bill is working his way through school.

2. Find the meaning of the text. Add one comma to correct the sentences.

   I know a lot of guys who are called Jack a common name. There goes Jack the bobcat surgeon. Here comes Jack the bird bath plumber. They're just regular guys like me.

3. Find the meaning of the text. Add one comma to correct the sentences.

   Keri the wood carver fixed our stairs. It was not Keri the plastic molder. The stairs now match our railing a set of graduated gargoyles.

RULE: Do NOT use commas to set off an essential appositive (information that is necessary to complete the meaning of the sentence). *I have three brothers. My brother Bill is the oldest.* Do set off a nonessential appositive.

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Comma: Explain It (Essential)

4. Add two commas to correct the text below.

Is Lynne the shaggy dog shedding on your carpet? No, the shaggy dog shedding on our carpet is Boris. Boris a neighbor's dog is visiting Lynne.

5. Find the meaning; add any necessary commas.

We wanted to give Harold the fat worm to Harold the skinny crow. We were too squeamish, so our only gardener Maude did it for us.

6. Find the meaning and add the missing comma.

The boy who is standing on his head is ignoring the other boys. He wants to impress Michelle who just walked in. She's the only girl around.

7. Find the meaning. Add one comma to correct the text.

My love, George looks good in a cummerbund a big sash you wear with a tuxedo.
Yes, Honey, I've seen your brother George, and he looks good in anything!

RULE: Do NOT use commas to set off an essential appositive (information that is necessary to complete the meaning of the sentence). *I have three brothers. My brother Bill is the oldest.* Do set off a nonessential appositive.

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Question Mark/Period: Questionable Endings

1. Find the meaning in the text. Add two question marks and two periods.

   When will I meet Wendy, the new chick I hear she has a cute nickname

   Wen will meet you when you learn manners If you want to meet a chick, shall I introduce you to my hen

2. Find the meaning and add ending punctuation that makes sense with the context.

   How does his trick in the stage play
   Yes, I know, but how does his trick on the stage work

3. Find the meaning and add ending punctuation that makes sense with the context.

   Have our cheap chocolates so the guests can eat the good ones Uh oh. Have our best chocolates disappeared already

4. Find the meaning of the text. Add one period and one question mark.

   When Jason looked away, I told him the snail hopped. Looking puzzled, he said, "Can it "

   Sheryl wanted me to put it in a tin so she would have escargot for dinner. She said, "Can it "

RULE: Use a question mark to end a question. *May I go?* Use a period to end a statement. *You may go.*

26

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Exclamation/Question Marks

1. Add one exclamation mark and one question mark where needed.

   a. **You had a new idea? What were you thinking**

   b. **You took the cat to the dry cleaners? What were you thinking**

2. Add one exclamation mark and one question mark where needed.

   a. **Do you see the sun spreading its rays of gold and pink through the silver clouds? How beautiful**

   b. **I didn't see the flowers, but you say they are beautiful. How beautiful I can't accept them for the wedding unless they are the most beautiful.**

3. Use the attitudes shown in parentheses to find the meaning. Add appropriate ending punctuation.

   (Disgusted): You put a toad in Mrs. O'Neil's chair? Really

   (Curious): You gave a fake apple to Mr. Calloway? Really

RULE: Use an exclamation mark to end a statement of enthusiasm, excitement, or fear. *I can't wait any longer!* Use a question mark to end a question.

27

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Apostrophe: Leaving Out Letters

1. Find the meaning. Which picture shows who is telling what is underlined? Correct the text with two apostrophes.

   Julie and George got about five feet off the ground and were telling everyone they soared over rooftops! They think theyre awesome gliders, but were telling everybody how they exaggerate.

2. Find the meaning; add the necessary apostrophe. (Note: possessive *its* requires no apostrophe.)

   I hate her nose ring. Its size is gross and its sticking out too far.

3. Find the meaning. Add any missing apostrophe.

   ***Ill play* is what he calls foul play. He says it is sick!**

   Ill play like a good player.

4. Find the meaning; add any necessary apostrophes.

   Were your friends, and we say youd better marry this guy. Wed never be your bridesmaids if you were to wed anyone else.

RULE: Use an apostrophe to show where letters are left out of a contraction. *don't = do not.*

28

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Apostrophe: Leaving Out Letters

5. Find the meaning; add any necessary apostrophes.

I gave my version of an old saying, ending my talk like this: "Ill wind blows no one good. Ill wind up my speech now."

6. Find the meaning; add any necessary apostrophes.

See the haystack cant* as the wagon goes around the corner. Maybe the hay can cant without falling, but our wagon cant cant.

***cant: to slant or tilt**

7. Find the meaning; add any necessary apostrophes.

The girls going to watch the boys going to school.

8. Find the meaning; add any necessary apostrophes.

***Id* became an important word used by Sigmund Freud. According to Freud, the id, ego, and superego are parts of the mind. If I had half a mind, I wonder which part Id have!**

RULE: Use an apostrophe to show where letters are left out of a contraction. *don't = do not.*

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Apostrophe: Who's An Owner

1. a. Which picture shows the sister(s) mentioned in the text? Add one apostrophe to correct it.

Three of my sisters boyfriends are coming to the wedding. She's paying me to make sure they don't run into each other.

b. Find the meaning of the text. Add one apostrophe to correct it.

Two of my brothers girlfriends are coming. The third brother doesn't have a girlfriend. All my brothers and the girlfriends will sit away from the rest of the family. They will have a table for five.

2. Use context to find the meaning of the text. Correct it with one apostrophe.

The job of those girls is to keep track of the times when people take a break from work. The girls record breaks.

When we pick up Kara's old phonograph album, we crack it. The girls record breaks.

RULE: To make a singular noun possessive, add *'s*. *See the dog's fur.* To make a plural noun ending in *s* possessive, add just *'*. *See those kids' noses.*

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Apostrophe: Who's An Owner

3. Find the meaning; add the necessary apostrophe.

   I took rides in five of my friends sports cars. His mother bought all of them for him.

4. The picture helps show the meaning. Add an apostrophe to correct the text.

   Two of our teachers tests are always hard. The other three of our five teachers give easy tests.

5. Find the meaning; add the necessary apostrophe.

   Nancy and Drew had a tulip plant that got tall. You could say the girls plant rose. Now they want other flowers, so the girls plant roses.

6. Find the meaning; add the necessary apostrophe.

   Two of his mothers sisters were there.

   How many mothers does he have?

   He has just the one.

7. Find the meaning; add the necessary apostrophes.

   All my uncles friends are eager to meet me. They want him to have me tell my famous alligator-wrestling stories. Even these friends friends are asking about me!

RULE: To make a singular noun possessive, add *'s*. *See the dog's fur.* To make a plural noun ending in *s* possessive, add just *'*. *See those kids' noses.*

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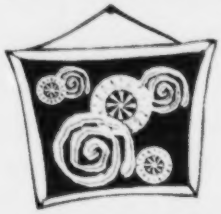
Quotation Marks: Quotation or Title?

1. Which picture shows the meaning of the first sentence below? Add a set of quotation marks to correct the text.

   I saw Donald and Delila yesterday. It was a stunning optical illusion! I saw Arbuckle and Ivana at the unveiling. They said it made them sick to their stomachs.



2. Use the context and picture to help you find the meaning. Add quotation marks to correct the text.

   Jack Malloy reads like a good novel.

   Jack Andrews reads as a good student must.

3. In one sentence, the enclosed words are a quotation. In the other, they are a title. Decide which enclosed words are a quotation; add a comma before it.

   a. **He asked Harriet where those words came from. In reply, Harriet said "The Gettysburg Address."**

   b. **In the pageant, we all had speeches. Harry recited "The Gettysburg Address."**

RULE: Enclose titles of poems, songs, stories, and works of art with quotation marks. *We loved hearing "The Little Mutt."*

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Semicolon Series

1. Which picture illustrates the people described? Add three commas and two semicolons to correct the sentences.

   My parents invited Simi my cousin Gayatri the beautiful model and Dimitri her dreaded uncle. Dimitri arrived before the other two. The model arrived shortly after my cousin.

2. Use the pictures below to help you find the meaning. Add two semicolons to correct the second sentence.

   I had a blouse, which was white and short-sleeved; a dress, floorlength and elegant; and a hat I hated.

   You had a skirt that was short plaid and gray pants that were black with light trim and a hat that was heavy with hanging ornaments.

3. The picture shows the wrong meaning of the text. Correct it with semicolons.

   In summer, they have picnics, go water-skiing, and mow lawns in fall, they go to class, study, and play football and in winter, they build snow forts, light fires, and drink hot cocoa.

RULE: Use semicolons to separate items in a series of more than two items when one or more of the items contain commas. *The shirt was red, blue, and gray; the pants were white; and the shoes were brown.*

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Semicolon Series

4. Find the meaning. Add five commas and three semicolons to correct the text.

They've lived in four cities, including Jackson Mississippi Albany New York New York New York and Montreal Ontario Canada.

5. Find the meaning. Add three semicolons and one comma to correct the text.

I went to the ocean with Betty Sue, the beautician the handsome new boy, Jake, and Mrs. Stoke's secretary, Rich. Sue had to go back to her beauty shop early, but the other girl stayed as long as the two guys and I did.

6. Find the meaning below. Replace two commas with semicolons.

We collected several big rocks, which contained quartz, granite, and gypsum, two stones with pink marbling, green flecks, and black striations, and a few large chunks of fool's gold.

RULE: Use semicolons to separate items in a series of more than two items when one or more of the items contain commas. *The shirt was red, blue, and gray; the pants were white; and the shoes were brown.*

34

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Semicolon: Related Independent Clauses

1. Find the meaning in the text below. Add two semicolons and one comma (for an appositive) to correct it.

   Take me to your leader Mr. Ormsby, the navigator, will meet with her.

   Take me to your teacher Mr. Viggiano the class will meet with him.

2. Find the meaning; add the two missing semicolons.

   His words seemed as sweet as honey bees wouldn't know the difference until they ate his empty words.

   Speaking of bees, I need to buy more honey Pic & Pac is selling it at half price.

3. Look carefully for the meaning. Replace two of the commas with semicolons.

   We love most dairy products. We hate cheese, nevertheless, I will not buy any. We hate ice cream, nevertheless, I will buy some.

4. To make sense, add two semicolons.

   The wind whistles through the trees the sound brings a warning to my ear. I behold a strange vision through my nostrils, a foul odor brings a warning to run from here.

RULE: Use semicolons to separate closely related independent clauses not joined by conjunctions. (An independent clause has both subject and verb and could stand alone as a sentence.) *The unexpected relatives arrived in May; they remained until June.*

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SAMPLE LESSONS

Some readers may already be good at picking up context clues that result in unexpected meanings. Others may need warm-up lessons to help them tune in to the "twists and turns" they may miss.

This section includes sample lessons on how to do the thinking required in the activities. (See Table of Contents, page iii for a list of rules.) As students gain experience, lessons may be unnecessary.

Each lesson should start with a review of the rule. Show students an example sentence that has an ambiguous meaning and ask them what they think is meant. Then, give students two alternative context clues. Have them apply each clue to the sentence and add punctuation that clarifies the meaning according to the clue. Later lessons are abbreviated; use the same procedure as in the first lessons.

In the lessons, **T** = teacher dialog and **S** = student response.

Comma: Items in a Series (pp. 1–3)

Rule: In a series of three or more items, place a comma after each item except the last. (NOTE: Activities ask for placement of a comma before the final item; however, some consider this comma optional. You may want to revise the dialog and exercises to accommodate this option.)

Remind students that items in a series can include phrases, not just single words. Write this sentence where all can see it: *Our three favorite kinds of cookies are peanut butter almond fudge and black walnut.*

T: "Now listen to this sentence." (Read it.) "How can we decide whether and where to put commas?"

S: "We know there are three, so we have to use the series rule."

T: "Right. Do we know where to put the commas?

S: "No." (Some may say Yes and give opinions of the kinds of cookies.)

T: "What kinds of cookies could there be? Remember, we know there are three."

S: [Examples: *1) peanut, butter almond fudge, and black walnut; 2) peanut butter, almond fudge, and black walnut; 3) peanut butter almond, fudge, and black walnut]*

T: "Now let's say we get this clue."

Add one more sentence: *Each kind has a different nut flavor.*

"Now can we tell where the commas go?"

S: "Yes! Between *butter* and *almond*. That way, each type has a nut in it!"

T: "Okay."

Place commas as follows:

Our three favorite kinds of cookies are peanut butter, almond fudge, and black walnut.

Summarize as follows:

T: "In these activities, you use thinking exercises to decide how to punctuate sentences. You will use different kinds of sentences and many different rules, but they will all require you to think about what is meant so you use commas correctly. Read directions for each activity, and be detectives to find clues in the text or pictures. Sometimes you will choose the picture that shows the meaning based on clues in the sentences. Then you punctuate to fix the sentences. Sometimes you will match sentences to the correct pictures. Sometimes you must decide how to punctuate by just reading the sentences. At the bottom of each page is the rule you will be focusing on.

Comma: Noun of Address (pp. 4–5)

Rule: Use commas to set off a noun of address (the name of the person being spoken to).

Write this sentence where all can see it: *Put the food on John to warm it up.*

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Tell them that the sentence may be missing some punctuation.

T: "Today you will practice what you know about using commas with a noun of address.
"First, I'm going to read you a sentence. Listen carefully and I'll ask a question afterwards."
"Put the food on John to warm it up.
"Can you tell me what the food will go on?"

S: "John."
"The stove."
"We can't tell."

Draw a rough stove with a figure putting food on it, or just describe as below:

T: "What if we were given a picture clue that showed John putting the food on a burner? This would tell us that the food goes on a stove. But why is the word *John* in the middle of the sentence?"

S: "Someone is telling him what to do."

T: "Yes, so the word *John* is a noun of address. What do we need in the sentence to show that this word is used as a noun of address?"

S: "Commas!"

T: "Okay, where do they go?"

S: "One comma before the name, and one after."

T: "Good. Let's read what the sentence says with a pause at each comma." (All read out loud.)

Change the sentence as follows: *Put the blindfold on John so he can't see. Then we'll lead John.*

T: "Now we still have *John* in the middle of a sentence. Is he the one being spoken to?"

S: "No."

T: "Why is the name there?"

S: "It shows who you should put the blindfold on."

T: "Should we set it off with commas?"

S: "No."

T: "Okay. In the next activities, you will use thinking exercises to decide how to punctuate sentences. Read directions for each activity then be detectives to find clues in the text or pictures. Sometimes you will choose the picture that shows the meaning and then use commas to fix the sentences. Sometimes you will match sentences to the correct pictures. Sometimes you must decide how to punctuate by just reading the sentences. At the bottom of each page is the rule you will be focusing on."

Comma: Introductory Words (p. 6)

Follow the format of the first lessons, using the information below:

Rule: Use a comma to set off an introductory word, such as *Yes, No, Well, My, and Maybe.* Introductory words are found at the beginning of a sentence. (*Well, I guess I'm ready.*)

Sentence: *No I cannot spell.*

Context Clues:

A: "I hope that answers your question."
Since *No* is an answer and is therefore used as an introductory word, it should be followed by a comma.

B: "I can spell all the other words, but not the word *No*."
No refers to a word you cannot spell. Since it is not used as an introductory word, do not use a comma.

Comma with Introductory Phrase or Clause (pp. 7–8)

Follow the format of the first lessons, using the information below:

Rule: Use a comma to set off an introductory phrase or introductory dependent clause. (A dependent clause starts with a subordinating conjunction such as *When, Since, If, After, Though, While,* etc.)

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Sentence: *When we gather our ears listen for the pests!*
Context Clues:
A: "During our secret meetings, our ears warn us of intruders." The comma goes after *gather*.
B: "You must shoo off the crows while we pick our corn." The comma goes after *ears*, since we tell you what to do.

Comma: City and State (p. 9)

Follow the format of the first lessons, using the information below:
Rule: Use commas to set off the state IF it comes after a city and tells what state the city is in. If the state name is used to begin a new thought, do NOT use a comma after the state. (*John, Utah is not the "Show Me" state.*)
Sentence: *Harrison Nebraska is one of our towns.*
Context Clues:
A: "It was the 37th state." Since the sentence is about Nebraska, *Harrison* is a noun of address. Place a comma only after *Harrison*.
B: "It's one of the westernmost cities." Since the sentence is about the city of Harrison, Nebraska is used just to show what state that city is in. Set it off with commas.

Comma: Addresses (p. 10)

Follow the format of the first lessons, using the information below:
Rule: Use commas to separate the elements of an address within a sentence when you have this format: street address, city, state (or district or country).
Sentence: *I live at 45 Logger's Lane North Adams South Carolina.*
Context Clues:
A. "My town is a smaller version of Adams, the town to the south." Your town must be North Adams. Place commas after *Lane* and *Adams*.
B. "Logger's Lane South is the other end of my street. To the north is North Adams, a smaller version of my town." *North* must go with *Logger's Lane*. The town can't be North Adams, so it is Adams.
Note: students must also know that there is no state named just Carolina.

Comma: Year (pp. 11–12)

Follow the format of the first lessons, using the information below:
Rule: Use commas to separate the year when given this format within a sentence: *month, day, year.* If the number after the day is not the year for that day, a comma may be unnecessary.
Sentence: *On September 22, 1900 people arrived from other countries.*
Context Clues:
A: "That was a lot of people for our little town!" 1900 is the number of people; therefore, use no comma after the number.
B: "We don't know how many there were." 1900 is the year; therefore, use a comma before and after the 1900.

Comma and Quotation Marks (p. 13)

Follow the format of the first lessons, using the information below:
Rule: Quotation marks enclose spoken words. Commas separate quotations from a speaker (the comma goes inside quotation marks before the speaker). Use no comma after an exclamation or question.
Sentence: *Joy says I'm cold.*
Context Clues:
A: "She can't stop shivering." Since *Joy* is the one who is cold, she must be saying the words, "I'm cold." Therefore, use a comma after *says* and put quotation marks around *I'm cold*.
B: "She's feeling my forehead." Since *I'm* the one who's cold, I'm not using the actual words Joy said. Therefore, use no commas.

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Comma: Conjunctions (pp. 14–15)

Follow the format of the first lessons, using the following information:
Rule: Use a comma to separate independent clauses joined by a conjunction such as *or*, *and*, or *but*. (An independent clause has both subject and verb.)
Sentence: *Kari eats her breakfast and her egg rolls off the plate.*
Context Clues:
A: "She loves those egg rolls!"
The word *rolls* is a noun; *egg* tells what kind of rolls. Kari is eating both her breakfast and her egg rolls. There is no need for a comma.
B: "That egg doesn't roll far!" (OR a simple sketch of an egg rolling off the plate.)
The egg is doing something, so *egg* is the subject and *rolls* is the verb. The independent clause, *her egg rolls off her plate*, is joined to the previous independent clause, *Kari eats her breakfast*, by the conjunction *and*. Use a comma after *breakfast*.

Comma: Interrupters (p. 16)

Follow the format of the first lessons, using the information below:
Rule: Use commas to set off a sentence interrupter. An interrupter includes words that are used parenthetically (*after all*, *by the way*, etc.).
Sentence: *My problem on the other hand has gone away.*
Context Clues:
A: "The warts have completely disappeared from the right knuckles, though the ones on the left remain." There is no need for commas since *on the other hand* tells where the problem is.
B: "Your problem remains, but mine has cleared." The words *on the other hand* are used to interrupt the idea before it. Use a comma after *problem* and another after *hand*.

Comma: Nonessential (Nonrestrictive) Appositive (p. 17)

Follow the format of the first lessons, using the information below:
Rule 1: Use commas to set off words of explanation (an appositive) that are nonessential. A nonessential appositive is one that can be removed without a significant change in meaning. (*John, my best friend, is moving away.*)
Sentence: *Herman, the worm is round and squishy.*
Context Clues:
A: "Do you see him, Herman?" You are speaking to Herman, so *the worm* is not used as an appositive. There is no need for another comma.
B: "Herman is the only worm I feed." Herman is the worm, so *the worm* is an appositive. Use a comma after *worm*.
Rule 2: Do NOT use commas to set off an essential appositive (information that is necessary to complete the meaning of the sentence). *I have three brothers. My brother Bill is the oldest.*
Sentence: *My cousin Talli is on her way.*
Context Clues:
A: "You knew she was my only cousin, but you didn't know her name." The name is extra information, so use commas to set it off: *My cousin, Talli, is on her way.*
B: "She's the third one of the three sisters." The name is used to tell which sister, so it is essential. Use no commas.

Comma: Essential (Restrictive) Appositive (pp. 18–19)

Rule: Do NOT use commas to set off an essential appositive (information that is necessary to complete the meaning of the sentence). *I have three brothers. My brother Bill is the oldest.*

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Sentence: *My sister Carol has blue eyes.*
Context Clues:
A: "She was the third girl born in my family." Since there are three girls, the word *Carol* is essential; it tells which sister. Use no commas.
B: "I have only the one sister." The word *Carol* is not needed to tell which sister, so it is nonessential. Set off *Carol* with commas.

Question Mark/Period (p. 20)

Follow the format of the first lessons, using the information below:
Rule: Use a question mark to end a question. Use a period to end a statement.
Sentence: *Can workers stand for hours*
Context Clues:
A: "Those people working on cans must get tired." *Can* is used to describe what kind of workers. A statement is made, so use a period at the end.
B: "I especially want to know if office workers can last." *Can* is not used to describe the type of workers. Also, the writer is wanting to know something. A question is asked, so put a question mark at the end.

Exclamation/Question Marks (p. 21)

Follow the format of the first lessons, using the information below:
Rule: Use an exclamation mark to end a statement of enthusiasm, excitement, or fear. Use a question mark to end a question.
Example: *How awful*
Context Clues:
A: "I'm asking how bad it was." Curiosity is indicated, so use a question mark at the end.
B: "That's what I exclaimed to show sympathy when Marco broke his leg." Since the words were exclaimed, put an exclamation mark at the end.

Apostrophe: Contraction (pp. 22–23)

Follow the format of the first lessons, using the information below:
Rule: Use an apostrophe to show where letters are left out of a contraction.
Sentence: *Bob and John said to Jo, "Well get to work!"*
Note: You may discuss the idea that other punctuation, if given correctly, can be a clue to meaning. Here, you may have the students add other missing punctuation (comma after introductory word) after they decide on the meaning.
Context Clues:
A: "Then Jo said, 'You can't make me!' " Bob and John must be telling Jo what to do, so the introductory word *Well* makes sense. No apostrophe is needed, but put a comma after *Well*.
B: "Jo said, 'Thanks for doing the work for me!' " Bob and John must be offering to do the work. *Well* must mean the contraction for *We will*. Add an apostrophe: *We'll*.

Apostrophe: Possessive Singular (pp. 24–25)

Follow the format of the first lessons, using the information below:
Rule: Add *'s* to make a singular noun possessive.
Sentence: *He saw the birds nest in the barn.*
Context Clues:
A: "I thought they would nest in the tree." Since *nest* shows what they are doing, *birds* must be plural. No apostrophe is needed.
B: "Her nest was very large." *Nest* is used as a noun, and *her* must refer to the bird. Therefore, the nest belongs to the bird. Use an apostrophe for *bird's*.

40

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Apostrophe: Possessive Plural (pp. 24–25)

Follow the format of the first lessons, using the information below:
Rule: To make a plural noun (ending in *s*) possessive, add an apostrophe.
Sentence: *My brothers names are very formal.*
Context Clues:
A: "He wants to shorten his first, middle, and last names." *He* suggests brothers is singular. Add an apostrophe before the *s* (*name's*).
B: "They all want us to use their nicknames." *They* must refer to brothers (plural). Add an apostrophe after the *s* (*names'*).

Quotation Marks: Quotation or Title? (p. 26)

Follow the format of the first lessons, using the information below:
Rule: Enclose titles of poems, songs, stories, and works of art with quotation marks.
Sentence: *The girls fight over the store's newcomer. Each girl wants to take Reginald home with her.*
Context Clues:
A: "The art store's newest painting would look good on their walls." *Reginald* must be a work of art, so enclose it with quotation marks.
B: "He had told them he would help paint their walls." *Reginald* is the name of a person, so do not use quotation marks.

Semicolon Series (pp. 27-28)

Follow the format of the first lessons, using the information below:
Rule: Use semicolons to separate items in a series of more than two items when one or more of the items contain commas.
Sentence: *I saw Eduardo from Dallas Georgia, the tall blonde and Bonnie.*
Context Clues:
A: "Georgia was the only tall blonde there." *The tall blonde* is used to describe Georgia, so *Georgia, the tall blonde* is one item in the series. Put semicolons after *Dallas* and *blonde*.
B: "Georgia got along well with the tall blonde." Georgia and the blonde are separate items in the series; since no items contain commas, no semicolons are needed. Put comma after *Dallas* and *blonde*.

Semicolon with Related Independent Clause (p. 29)

Follow the format of the first lessons, using the information below:
Rule: Use semicolons to separate closely related independent clauses not joined by conjunctions. (An independent clause has both subject and verb and could stand alone as a sentence.)
Sentence: *We saw Billy Bob the detective did not see him.*
Context Clues:
A: "Billy Bob was hiding." Since *Billy Bob* refers to one person, the detective is not named. The semicolon goes after *Bob*. Both clauses have *subject / verb* (*We / saw* and *detective / did see*).
B: "Bob wasn't a very good detective, was he?" *Bob* refers to the detective, who did not see Billy. The semicolon goes after *Billy*. Both clauses have *subject / verb* (*We / saw* and *Bob / did see*). (Note: As written, *the detective* must be an essential appositive. See Comma: Explain It!, pp. 18–19, for essential appositive activities and p. 33 for a sample lesson on essential appositives.)

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ANSWERS

COMMA SERIES (pp. 1–3)

1. She is putting money into a stock car, so sentence one has only two items in a series.

She thought he said to put her money into stock cars and clothing. That's why she didn't earn any interest! He meant for her to put her money into stock, cars, and clothing.

2. *Wintergreen, spearmint, black cherry* represent three things. *Black* makes sense with *cherry*.

Alana wondered which mouthwash flavor to use before her date. She tried wintergreen, spearmint, black cherry, and garlic. We advised her never to use that fourth one near ANYONE.

3. The third sentence eliminates other possibilities except *chip*, which is not a typical flavor.

At the carnival, I ate five dishes of ice cream. I had one dish each of the peanut butter, pecan, mint, chocolate chip, and plain vanilla. I was too full then to try butter pecan or pecan mint or mint chocolate chip or peanut butter pecan.

4. Separating words as below makes the best sense.

I helped Tanya fertilize the flowers and pull the weeds. We made the grass grow, the weeds die, and the flowers bloom. Then she made me pick the roses, pin them on her, and take her to the prom.

5. Separating words as below makes the best sense.

The candidates are busy. Tom is starting his speech writing, his schedule planning, and his baby kissing.

Varlon is starting his speech, writing insults about Tom, and appearing on talk shows.

6. Since the rods were wooden, *glass rods* is wrong.

We found glass, rods, and string to build our wind chimes. The rods were completely made of wood. Our friends found only two materials. They had to use plastic rods and rubber bands.

7. Since the shelter has metal parts, and neither cardboard nor paper is metal, the beams must be metal.

Even with its metal parts, my portable shelter was very lightweight. It was made entirely of cardboard, beams, and paper. Bonita's was even lighter, but it was flimsy. It was made of bamboo and feathers. I was sure to win the survival contest!

8. The first items are actions.

He'll watch his video, tape another show, and go to bed.

He'll watch his videotape, another show, and a movie.

9. There must be at least three girls (including the speaker). The number of boys equals the number of girls, so there are three boys and *only* three girls. No commas are needed.

Mary Anne and Jenny are my only sisters. When we go kayaking with our cousins John, Paul, and Jay, each of us has a partner to splash.

10. From the context of *b* we know that the boards get up from the bench, so *b* is already correct.

a. James and I do normal things in our wood shop. We saw the boards, get up from the bench, and walk away.

b. Our neighbors made a wooden robot in their shop. Guess what happened when they finished? We saw the boards get up from the bench and walk away!

42

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COMMA: WHO'S BEING ADDRESSED (pp. 4–5)

1. Miss Parker is being spoken to in sentences one and three.

If Anna trains for the high hurdles, she is going to win, Miss Parker. She will put her trophy on the shelf. You can see it when you visit, Miss Parker.

2. a. *Mr. Peters's* is possessive, not a noun of address. *Mr. Abrams* is a noun of address.

I like all my classes, but I'm going to skip Mr. Peters's. I have to see a dentist about my teeth, Mr. Abrams.

b. We do not leapfrog Mrs. Gorf; we speak to her.

We know you don't like us skipping in the hall, so we're going to leapfrog, Mrs. Gorf.

3. Scott is holding the clue, so Jake is the one being spoken to.

Move over so I can see Scott. He's holding the clue to this case, Jake. I said I need to see Scott, Jake!

4. In sentence two, *him* refers to *Cappy.* In sentence three, you speak to Carey while washing yourself.

I'm washing Cappy. I'll need a bath, too, after dealing with him.
I'm washing, Carey. That loofah scrubber sure feels good on my back.

5. Mr. Smith is the noun of address in sentence two. The question mark is a clue.

Mrs. Parker is our first witness on the stand.
Mr. Smith, is our first witness Mrs. Parker?

6. The first *Will* begins a statement ending in a period.

Bjorn, you pass me the wrench.
Karen, you give me the hammer.
Will, you steady the ladder. Will you do it now, William?

7. a. *Ms. Turnkey* makes sense as the noun of address, *Dr. Truitt* does not.

Ms. Turnkey, Susan needs medical attention. Please let her see Dr. Truitt.

b. The first words tell to whom you speak.

When I saw Ben Optomo I said, "I hear you have discovered how to reverse blindness. Please help me see, Dr. Optomo!"

COMMA: ONE WORD BEGINNINGS (p. 6)

1. Sentence one makes no sense as a question unless *Say* is introductory.

Say, how old are you? You look too old to get in on a child's ticket. Say how old you are, and I'll keep it a secret.

2. The first *Goodness* is the introductory word not a person's name. The second *Goodness* is a noun.

My grandmother said, "Goodness, he surely has a lot of bad grades!"
I said, "Goodness had nothing to do with his grades."

3. Context tells us not to separate the first *No children* but to separate the second *No children.*

Mom, we want to explore the old factory.
It's too dangerous. No children may go there!
Should we keep the kids away from the pig roast?
No, children may go there. It's their barbecue!

4. Context says *First* is introductory, *Second* is not.

First, base your goal on reality. Then you will succeed.
Second base is your target after passing first.

COMMA: BEGINNING PHRASES OR CLAUSES (pp. 7–8)

1. A comma makes sense only after *awaken. Since* the elephants are afraid, it is they who will run.

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When we awaken, the wild elephants run screeching through the streets. That's because they are afraid of us when we are awake.

2. Context and the picture tell us *you* should run.

When we awaken the sleeping tigers, run away as fast as you can. Otherwise, they will catch you!

3. Only the comma placement below makes sense.

When Terrance eats, his fudge does not last long. When you eat Terror McGee's fudge, you do not last long.

4. Only the comma placement below makes sense.

Since I saw you last, winter has come and gone. (Also accept *Since I saw you, last winter...*)

Since I saw you last winter, have you grown taller?

5. Only the comma placement below makes sense.

If you pay, the taxi driver will quit complaining.

If you pay the taxi driver, we'll quit complaining.

6. Only the comma placement below makes sense.

If you watch, the football game will go faster.

If you watch the football, the game will go faster.

COMMA: SEPARATE STATE (p. 9)

1. The first *New York* begins a clause.

When our touring "herd" went to Syracuse, New York was having its state fair. We left there and stampeded Buffalo, New York, the next day.

2. Only the first *New Jersey* tells the city's state.

Sef let me borrow Morri's clothes. Sef's note said, "If you are in Morris, New Jersey, after dark, don't wear Morri's new jersey to the park."

3. *Atlanta* ends an introductory phrase. *Georgia* begins a clause. *Maryland* gives the state in which Monroe is found.

When Dad was a kid, he went up to Marilyn Monroe for an autograph. While he was in Atlanta, Georgia was having a heat wave. That's why he went back to Monroe, Maryland, to cool off.

4. *Joe Montana* is a person's name. *That* refers to the game in San Francisco.

Many years ago in San Francisco, California, we saw the Forty Niners play. We found a hero in Joe Montana at that football game. Later, we studied some historical heroes in Billings, Montana.

COMMA: ADDRESSES (p. 10)

1. East Hanover would be sister to West Hanover.

Jeremiah and I live on River Street here in West Hanover. His pen pal, Kim, lives in our sister city. He labels the envelope 59 Creek Road, East Hanover, New York. I know because I always try to see through it to read what he says about me.

2. *Lane* and *Georgia* are people.

Dad told Mr. Lane to bring us the secret plans. He said, "We're at 58 Oak Way Circle, Lane. Georgia will meet you at the door. Then, deliver package #45 to Ridgeway Parker at 12 Postwood Court, Harrison, Arizona."

3. Street address, city, and state are separated by commas.

Take 150 carpenter's squares to Mr. Wedgewood in Montana. He's on the street with all the slanted buildings. It's 45 Acute Street, Angletown, Montana. When he's done fixing things, they'll rename the town and its streets. He will be living at 90 Staightway Drive, Squaretown, Montana.

44

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COMMA: AROUND THE YEAR (pp. 11–12)

1. *2000s* is used as a plural word for ski models, not a year. *January* ends an introductory phrase.

We looked at slalom waterskis. The new models, the 2000s, were coming. Plau and I each wanted one! In January, 12 2000s were available, but only one was our size. We had to share it until February 12, 1995, because that's when another jumbo size appeared in stock.

2. *2000* is the year since the picture shows only a few relatives, not 2000.

On August 25, 2000, birth announcements for Valerie were printed. Each relative in the picture received an announcement. There were none left over.

3. *2000* is the number of aliens. *2500* is a year.

On February 12, 2000 aliens arrived for the chess match. Luckily, we had our 2000 players ready to challenge them. The next day was February 13, 2500, and the match started. By the end of the week, we had beaten them all. Then on February 20, 2500, more aliens showed up. There were only ten of them this time.

4. *2015* is the year now. *20/20* describes vision.

It is October 9, 2015, now. Next month, eye doctors are coming out with a new system for describing eyesight. By November 12, 20/20 will no longer be used to describe typical vision.

5. *2165* is a year. *1995* is a number of people, but *October 15* ends an introductory phrase and needs a comma. 2125 is a year, as is 2126.

It was the 15th day of July in 2175. We had been to the Terrence Museum, opened on January 20, 2165. There we saw the display, "Space Exploration of 2125." We wondered if the numbers were right for 2125. It said on October 15, 1995 people had been sent to Mars. Uncle Phil thought it was more like 2025 people. He said it was October 1, 2125, when the trip began. The display showed other events of 2125. In June, 1500 new starships were designed. Many of those 1500 ships were flying by January 1, 2126, so travelers could begin their journeys.

COMMA: WHO SAYS WHAT (p. 13)

1. We can tell from the word *You're*, in the last sentence, that Jim is responding to Jesse. In the first sentence, Jesse says the word *me*, referring to himself.

Jumbo Jesse said, "Taylor is afraid to get into the ring with me."
Jim said, "He should try it. You're easy to beat."

2. The last sentence implies that *Steven* has the bad attitude.

"Steven," said Grover, "has an attitude. I don't even want to share my room with him. Steven will have to move out."

3. Context (and capitalized *He*) gives the clue.

Sheila is going to break up with Dan. I'll bet he cries when it's over. You'll see.
He claims it won't bother him at all. He cries, "When it's over, you'll see."

COMMA: CONJUNCTIONS—TIE IT UP (pp. 14–15)

1. The teens were browned, not the sand.

The sand was hot, and browned teens lay on it. It was a beautiful beach that was entirely white.

2. Sentence two contains two independent clauses.

In his dream, everyone is threatened by the mosquitos and

45

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the deer flies. He warns Bambi to get away, and the deer flies.

3. Sentence two contains two independent clauses.

On moving day, we had gotten the furniture ready. We found everything, but the piano was too heavy to lift.
The men found that everything but the piano was light enough to move. They lifted it with a crane.

4. a. In Sentence two, *and* is used as a conjunction.

Kurt eats popsicles to get enough sticks to make a Father's Day gift. He throws five on the floor, and he scatters forty on the table. Kurt uses all but the popsicle sticks on the floor.

b. The word *but* joins the two independent clauses.

Jenna tries to pick up her frozen treat, but the popsicle sticks on the floor.

5. Sentence two has two independent clauses.

I'm pretty good at everything but this crossword puzzle. I'm a regular Einstein with science, but this crossword puzzles me.

6. Since it is not *she* who is leaving, put a comma after *tantrum*. Leaving out the comma would make sentence one ambiguous.

Watch her start her tantrum, and leave the building before she tears you apart. She will stay here and rant all night.

COMMA: INTERRUPTERS (p. 16)

1. *a* contains an interrupter. *b* matches the picture.

a. The necklace is gold. The ring, on the other hand, is silver.
b. The ring on the right hand is gold. The ring on the other hand is silver.

2. The first *however* is an interrupter; the second is an adverb.

They said Belle couldn't play now because she was too good for them. They said, however, that she could play when she was sick.
They said she couldn't use her hands. We said however she could play would be fine.

3. *I hate to say* makes sense only as an interrupter. *He loves to say* modifies *The words*.

My uncle, I hate to say, is a very rude man. The words he loves to say are very rude.

COMMA: EXPLAIN IT (Nonessential) (p. 17)

1. *A delicious snack* explains *slimy snake*.

We gave Courtney the slimy snake, a delicious snack. I hope that snake is good for Courtney.

2. Since she is talking to Patrice, not Ginny, the words *one of my sisters* must explain who Ginny is.

"Ginny, one of my sisters, can do a back flip."

3. *The Johnsons* tells who the neighbors are.

Give those annoying neighbors, the Johnsons, the wrong address for our summer cottage.
Give those neighbors the Smiths' address. The Smiths deserve a visit from the Johnsons!

COMMA: EXPLAIN IT (Essential) (pp. 18–19)

1. Since there are two sisters, the name *Jerry* is essential—it tells which sister. Since there is one brother, the name *Bill* is extra information (nonessential) giving the name of the brother and needs commas.

She has two sisters and one brother. Her sister Jerry is on a scholarship. Her brother, Bill, is working his way through school.

46

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2. Only the first sentence has a nonessential appositive and requires a comma. *The bobcat surgeon* and *the bird bath plumber* are essential appositives: they show which *Jack* is meant.

I know a lot of guys who are called Jack, a common name. There goes Jack the bobcat surgeon. Here comes Jack the bird bath plumber. They're just regular guys like me.

3. *A set of graduated gargoyles* is nonessential and needs a comma.

Keri the wood carver fixed our stairs. It was not Keri the plastic molder. The stairs now match our railing, a set of graduated gargoyles.

4. *The shaggy dog* is needed to tell who Lynne is. Sentence three contains a nonessential appositive giving details about Boris.

Is Lynne the shaggy dog shedding on your carpet? No, the shaggy dog shedding on our carpet is Boris. Boris, a neighbor's dog, is visiting Lynne.

5. Sentence three contains a nonessential appositive, *Maude*, providing the name of the gardener, which is unnecessary.

We wanted to give Harold the fat worm to Harold the skinny crow. We were too squeamish, so our only gardener, Maude, did it for us.

6. Since there are other boys, *who is standing on his head* is needed to explain *which* boy (no comma). Since Michelle is the only girl, *who just walked in* is extra information.

The boy who is standing on his head is ignoring the other boys. He wants to impress Michelle, who just walked in. She's the only girl around.

7. Since you can add only one comma, you must place it before *a big sash* (extra words to explain *cummerbund*). Since he is talking to his love, and *George* is his brother, *George* is not addressed. *George* must be the only brother, since we cannot add more commas to separate the final *George* (making that an essential appositive).

My love, George looks good in a cummerbund, a big sash you wear with a tuxedo.
Yes, Honey, I've seen your brother George, and he looks good in anything!

QUESTION MARK/PERIOD: QUESTIONABLE ENDINGS (p. 20)

1. *When will I* and *shall I* indicate questions.

When will I meet Wendy, the new chick? I hear she has a cute nickname.
Wen will meet you when you learn manners. If you want to meet a chick, shall I introduce you to my hen?

2. We can tell that sentence two is a response to sentence one, which is a statement. The words *how does* indicates a question only in sentence two.

How does his trick in the stage play. Yes, I know, but how does his trick on the stage work?

3. The punctuation shown makes the best sense.

Have our cheap chocolates so the guests can eat the good ones. Uh oh. Have our best chocolates disappeared already?

4. Jason is puzzled and asks a question.

When Jason looked away, I told him the snail hopped. Looking puzzled, he said, "Can it?'
Sheryl wanted me to put it in a tin so she would have escargot for dinner. She said, "Can it."

EXCLAMATIONS/QUESTION MARKS (p. 21)

1. *a* shows curiosity, while *b* shows surprise.

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a. You had a new idea? What were you thinking?
b. You took the cat to the dry cleaners? What were you thinking!

2. Context suggests *how beautiful* is an exclamation in *a* and a question in *b*.

a. Do you see the sun spreading its rays of gold and pink through the silver clouds? How beautiful!
b. I didn't see the flowers, but you say they are beautiful. How beautiful? I can't accept them for the wedding unless they are the most beautiful.

3. Curiosity, not disgust, suggests questioning.

Disgusted: You put a toad in Mrs. O'Neil's chair? Really!
Curious: You gave a fake apple to Mr. Calloway? Really?

APOSTROPHE: LEAVING OUT LETTERS (pp. 22–23)

1. The first *were* is a verb; the second is the contraction for *we are*.

Julie and George got about five feet off the ground and were telling everyone they soared over rooftops! They think they're awesome gliders, but we're telling everybody how they exaggerate.

2. The first *Its* is possessive; the 2nd means *it is*.

I hate her nose ring. Its size is gross, and it's sticking out too far.

3. The first *Ill* makes sense as a synonym for sick. The second *Ill* is the contraction for *I will*.

Ill play is what he calls foul play. He says it's sick! I'll play like a good player.

4. *Were* means *we are*. The first *wed* means *we would*; the second *wed* means *marry*.

We're your friends, and we say you'd better marry this guy. We'd never be your bridesmaids if you were to wed anyone else.

5. Only the second *Ill* is a contraction.

I gave my version of an old saying, ending my talk like this: "Ill wind blows no one good. I'll wind up my speech now."

6. Only the third *cant* means *cannot*.

See the haystack cant as the wagon goes around the corner. Maybe the hay can cant without falling, but our wagon can't cant.

7. *Girl's* means *girl is*.

The girl's going to watch the boys going to school.

8. The last *Id* means *I would*.

***Id* became an important word used by Sigmund Freud. According to Freud, the id, ego, and superego are parts of the mind. If I had half a mind, I wonder which part I'd have!**

APOSTROPHE: WHO'S AN OWNER (pp. 24–25)

1. a. There is one sister (*She's* is a clue) and three boyfriends.

Three of my sister's boyfriends are coming to the wedding. She's paying me to make sure they don't run into each other.

b. There are three brothers and two girlfriends.

Two of my brothers' girlfriends are coming. The third brother doesn't have a girlfriend. All my brothers and their girlfriends will sit away from the rest of the family. They will have a table for five.

2. Context suggests the last *girls* is possessive.

The job of those girls is to keep track of the times when people take a break from work. The girls record breaks.
When we pick up Kara's old phonograph album, we crack it. The girl's record breaks.

3. *His* suggests there is one friend.

I took rides in five of my friend's

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sports cars. His mother bought all of them for him.

4. Sentence two and the picture suggest that *teachers* is plural.

Two of our teachers' tests are always hard. The other three of our five teachers give easy tests.

5. *Rose* is past tense, so *girls* is plural possessive in sentence two.

Nancy and Drew had a tulip plant that got tall. You could say the girls' plant rose. Now they want other flowers, so the girls plant roses.

6. Sentence three suggests the first *mothers* is singular.

Two of his mother's sisters were there.
How many mothers does he have? He has just the one.

7. *Him* refers to singular *uncles*. The first *friends* in sentence three is plural possessive.

All my uncle's friends are eager to meet me. They want him to have me tell my famous alligator-wrestling stories. Even these friends' friends are asking about me!

QUOTATION MARKS: QUOTATION OR TITLE? (p. 26)

1. *It* suggests a piece of art, not people.

I saw "Donald and Delila" yesterday. It was a stunning optical illusion! I saw Arbuckle and Ivana at the unveiling. They said it made them sick to their stomachs.

2. *Novel* suggests *Jack Malloy* is a story.

"Jack Malloy" reads like a good novel. Jack Andrews reads as a good student must.

3. In *a*, *The Gettysburg Address* shows the actual words spoken and needs a comma. In *b*, it shows a title.

a. He asked Harriet where those words came from. In reply, Harriet said, "The Gettysburg Address."
b. In the pageant, we all had speeches. Harry recited "The Gettysburg Address."

SEMICOLON: SERIES (p. 27–28)

1. *Simi my cousin Gayatri the beautiful model* refer to two people; the model is not my cousin.

My parents invited Simi, my cousin; Gayatri, the beautiful model; and Dimitri, her dreaded uncle. Dimitri arrived before the other two. The model arrived shortly after my cousin.

2. The skirt, not the pants, are *gray plaid*.

I had a blouse, which was white and short-sleeved; a dress, floorlength and elegant; and a hat I hated.
You had a skirt that was short, plaid, and gray; pants that were black with light trim; and a hat that was heavy with hanging ornaments.

3. Semicolons belong between the series of items done in each season.

In summer, they have picnics, go water-skiing, and mow lawns; in fall, they go to class, study, and play football; and in winter, they build snow forts, light fires, and drink hot cocoa.

4. Four cities and their states (or province and country) must be separated.

They've lived in four cities, including Jackson, Mississippi; Albany, New York; New York, New York; and Montreal, Ontario, Canada.

5. The last sentence tells us there are two boys and three girls, including the writer. *Sue* is the beautician; the other girl is *Betty*.

I went to the ocean with Betty; Sue, the beautician; the handsome new boy, Jake; and Mrs. Stoke's secretary, Rich. Sue had to go back to her beauty shop early, but the other girl stayed as long as the two guys and I did.

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6. Semicolons separate the items collected.
We collected several big rocks, which contained quartz, granite, and gypsum; two stones with pink marbling, green flecks, and black striations; and a few large chunks of fool's gold.

SEMICOLON: INDEPENDENT CLAUSES (p. 29)

1. Only the placement below makes sense.
Take me to your leader; Mr. Ormsby, the navigator, will meet with her. Take me to your teacher, Mr. Viggiano; the class will meet with him.
2. Semicolons separate independent clauses.
His words seemed as sweet as honey; bees wouldn't know the difference until they ate his empty words. Speaking of bees, I need to buy more honey; Pic & Pac is selling it at half price.
3. *Nevertheless* shows that *we hate cheese* contradicts *we love dairy* and should be followed by a semicolon. The second *nevertheless* shows that *I will buy some* contradicts *we hate ice cream*.
We love most dairy products. We hate cheese, nevertheless; I will not buy any. We hate ice cream; nevertheless, I will buy some.
4. The placement below makes the most sense.
The wind whistles through the trees; the sound brings a warning to my ear. I behold a strange vision; through my nostrils, a foul odor brings a warning to run from here.

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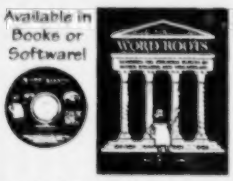

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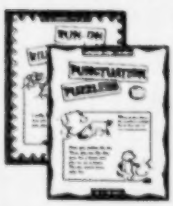

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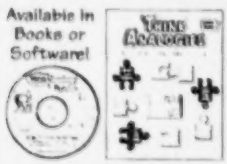

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